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AUTHOR Schuster, Clara S., Comp.
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ABSTRACT

Intended for parents of young physically handicapped children, the bibliography lists approximately 70 references on normal development; effects of the disability on family relationships; and on the course, treatment, and prognosis of the disability. Entries are arranged alphabetically by author within each of the three general headings, and information includes title, publisher, date, and a brief annotation. The bibliography is said to be designed to decrease parents' anxiety arising from uncertainty and to increase their sense of competence. (CL)

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# Selected and Annotated Bibliography for Parents of Preschool-aged Physically Impaired Children

Compiled by

Clara S. Schuster, R.N., M.Ed.

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New parents frequently feel overwhelmed at the idea of caring for a new baby. When the child has a physical impairment, the normal fears, concerns, and problems of parenthood may become magnified as the parents struggle with their own feelings, a sense of isolation, and uncertainties about the future. One of the best antidotes for these normal feelings of fear and confusion is knowledge: (1) Information about normal development, for the disabled child has the same needs for physical care, protection and love as all other children. This should be the foundation of the relationship. (2) Information about the effect of the disability on family relationships. Each person (whether the parent, sibling, grandparent or neighbor) will have his/her own unique response. Recognition of and acceptance of these normal responses helps to reduce one's sense of isolation and releases more of the emotional energy for investment in the demands of daily living. (3) Information about the course, treatment and prognosis of the disability can help parents to focus their energies more specifically on activities most likely to have positive long range as well as short range effects.

In short, knowledge can help alleviate the anxiety arising from uncertainty and increase one's sense of competence or adaptability. This bibliography is prepared for, and dedicated to those parents who will find richer meaning to their own lives as they help their child maximize his/her own potentials.

I. Information about normal development

There are many books available on normal growth and development of children. Many local public libraries have a parents' bookshelf. If the library does not have a particular book in its collection, they may order it for their circulation or obtain it by interlibrary loan if someone requests it.

1. Badger, Earladeen D. Mother's Guide to Early Learning. Paoli, Penna.: McGraw-Hill Early Learning, The Instructo Corporation, 1973.

A series of activities designed to stimulate fine motor and intellectual development for children 4 months through about 4 1/2 years. Photographs and simple instructions.

2. Brazelton, T. Berry
(A) Infants and Mothers: Differences in Development, 1969.
(B) Toddlers and Parents: A Declaration of Independence, 1974.
New York: Dell Publishing Co.

The first book clearly describes, month-by-month, the development of 3 typical children -- one quiet, one average, and one active. The second continues exploration of individual differences in children, but includes concerns faced by working parents, and single parents, as well as specific problems, such as sibling rivalry, assertions of independence, hyperactivity, and learning self-control.

3. Dobson, James. Dare to Discipline. Wheaton, Ill.: Tyndale House, 1972.

A psychologist discusses the essential balance between love and parental control in rearing children. Based on the philosophy that development of self-control is essential to successful adulthood and that self-control is best learned in an atmosphere of loving respect.

4. Evans, Joyce. How to Fill Your Toyshelves Without Emptying Your Pocketbook: 70 Inexpensive Things to do or Make. Reston, Va.: Council for Exceptional Children, 1976.

An illustrated pamphlet describing how to make games and toys for preschool-aged children from inexpensive and recycled materials. Concentrates on educational and manipulative equipment. Activities organized by modality: gross motor, fine motor, auditory, visual, touch and smell, language and concept development. (Also available in Spanish.)

5. Gordon, Ira J. Baby Learning Through Baby Play; a Parent's Guide for the First Two Years. New York: St. Martin's Press, 1970.

Games can be used to teach skills to a child. Both the parent and the child can enjoy the learning process. This book contains a potpourri of games adults can play with babies and very young children. Can be used with handicapped as well as non-handicapped children.

6. Gordon, Thomas. P.E.T. in Action. New York: Bantam Books, 1976.

Advocates parent-child relationships based on mutual respect of human rights and individual differences. Discusses how to identify if a problem exists, and to whom the problem belongs as a first step in planning how to establish effective communication between family members. Very abstract concept, but easy to read because of its emphasis on practical application. Includes the infant as well as older age groups.

7. Harris, Thomas A. I'm O.K. -- You're O.K. New York: Harper & Row, 1969.

Reveals how past experiences effect current relationships with other people and how we feel about ourselves. Discusses how one can use the "parent," "adult," or "child" concept within us to more positive relationships. Includes section on helping children to feel O.K. about themselves.

8. Hoover, Mary B. The Responsive Parent: Meeting the Realities of Parenthood Today. New York: Parents' Magazine Press, 1972.

Practical, easy to read discussion of concerns facing today's parents. Concentrates on reactions of parents to the recognition of their responsibilities as protectors and guides of the young child. Focuses on emotional responses, individual differences, and mutual respect. States that no parent is perfect, but shares ideas to consider in order to maximize the potentials for a positive parent-child relationship while helping them to face the inevitable stresses of life. Builds on what parents already know, rather than offering new theories.

9. Ilg, Frances L., and Louise Bates Ames. Child Behavior. New York: Dell Publishing Co., 1955.

"An oldie, but goodie." Discusses social and emotional changes experienced by children during the first 16 years of life. Concentrates on the early years. Stresses individuality and need to see life from the developing child's perspective. Covers many specific developmental problems, fears and questions, such as moral development, sexuality, sibling relationships, parental relationship, God, etc.

10. Matterson, Elizabeth. Play and Playthings for the Preschool Child. Baltimore, Md.: Penguin Books, 1965.
Concise, practical discussion of the role of play in the emotional, social, physical and intellectual development of the preschool-aged child. Includes many sketches and descriptions of play equipment which can be created from relatively inexpensive materials. Organized according to the type of play and skill one wishes to develop.

11. Patterson, Gerald R. and M. Elizabeth Gullion. Living With Children. Champaign, Ill.: Research Press Co., 1976.
Clear, easy-to-use handbook on child management. Discusses how behavior is learned. Requires active participation by the reader by leaving blanks at strategic spots which must be filled in. (Answers at the bottom of each page.)

12. Sharp, Evelyn. Thinking is Child's Play. New York: E. P. Dutton & Co., 1967.
Part I provides a clear, simple explanation of current knowledge about how children learn to think -- particularly from Piaget's point of view. Part II presents a large number of games which can be fun for both parent and child. Each game accompanied by description of homemade materials, a picture and explanation of the approach to use. Directed mainly towards 4 to 6 year old children.

13. Spitzer, Dean R. Concept Formation and Learning in Early Childhood. Columbus, Oh.: C. E. Merrill Pub. Co., 1977.
Prepared for the educator and more educationally sophisticated parents. Attempts to present an integrated view of early childhood learning. Based on the premise that education is cumulative. Presents evidence that early experiences lay the foundation for later intellectual development. Offers many suggestions on helping children to organize their perceptual experiences into functional categories which can be called upon for understanding new experiences, or to solve problems. Explains and focuses on Piaget's theory of early intellectual development.

14. Spock, Benjamin. Baby and Child Care. New York: Pocket Books, 1976.
Practical concrete information on basic child care, covering everything from how to diaper to first aid for minor illness. Although the book focuses on physical growth from birth to puberty, also considers the parent-child relationship and special concerns, such as discipline, single parenthood, the father's role, and handicapped children.

15. Werner, Peter H. and Richard A. Simmons. Do it Yourself. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1973.
Suggestions and directions for creation of innovative physical education equipment from materials found in the home. Many sketches. Focused toward the older preschooler and school-aged child.

II. Information about the effect of the disability on family relationships

Parents find that they must deal with much more than just the special care a child needs because of his/her disability. Parents must deal with their own emotional response to the impairment, their own disappointment. They also must cope with the responses and questions of their other children, their own parents, their neighbors. They must seek additional help from health and educational professionals, and then must cope with the attitudes and behaviors of these persons too. Knowing what help is available and how other parents have mobilized their strengths to face life, not somehow, but triumphantly, can be reassuring and growth producing to the yet-struggling parent.

Closer Look
The National Information Center for the Handicapped
Box 1492
Washington, D.C. 20013

A national clearing house providing free information to parents of disabled children. Good resource for locating national and local parent organizations interested in a specific disabiltiy. Distributes a newsletter and several booklets including Know Your Rights.

The Exceptional Parent
P. O. Box 4944
Manchester, N.H. 03108

A magazine directed specifically to the needs and questions of parents of children with special needs. Helps them to keep abreast of the latest information in the field of special education, medical advances, new literature, equipment, facilities, and agencies serving children, etc. $15 per year -- well worth the investment!

1. Apgar, Virginia and Joan Beck. Is My Baby All Right? A Guide to Birth Defects. New York: Pocket Book, 1972.
A clear, practical, informative discussion of the causes and manifestations of over 25 birth defects. Discusses effect on development, long range effects, treatments, and prevention. Several detailed but easily understood, well illustrated chapters covering prenatal development and genetic transmission of disabilities. Includes over 40 national resource agencies serving specific disability conditions of children and adults.

2. Axline, Virginia M. Play Therapy (Rev. Ed.). New York: Ballantine Books, 1974.

A child psychiatrist offers ways to use play to help the hostile child, the dependent child, the withdrawn child, and the disabled child accept himself and learn to accept both himself and others.

3. Barsch, Ray H. The Parent of the Handicapped Child: The Study of Child-Rearing Practices. Springfield, Ill.: C.C. Thomas, 1976.

Over 175 families describe life with a disabled child, discuss goals, activities of daily living, and present the dynamics of building an integrated family structure. Compares points of difference in rearing a child with cerebral palsy, minimal brain damage, deaf, blind, or down's syndrome. Shares observations on discipline, sibling relationships, communication, health practices and sexual attitudes as they relate to the disabilities.

4. Blumenfeld, Jayne, Pearl E. Thompson, and Beverly S. Vogel. Help Them Grow! A Pictorial Handbook for Parents of Handicapped Children. Nashville: Abingdon Press, 1971.

The activities of daily living are presented in pictorial form with short, simple suggestions on how to teach the child the basic skills of eating, dressing and communication.

5. Brown, Diana L. Developmental Handicaps in Babies and Young Children: A Guide for Parents. Springfield, Ill.: C. C. Thomas, 1972.

A concise, non-technical discussion of causes, manifestations, and developmental problems of common disabling conditions of infancy and early childhood. Includes definitions of professional terms, discussion of evaluative procedures, what to expect from counseling and how to find assistive resources.

6. Buist, Charlotte A., and Jerome L. Schulman. Toys and Games for Educationally Handicapped Children. Springfield, Ill.: C. C. Thomas, 1969.

Toys and games suitable for use at home are described and arranged according to age, interest, difficulty of use, and the disability(ies), e.g., hearing impairment, visual impairment, gross motor or fine motor impairment, memory problems, conceptualization difficulty and language difficulty. Can be used for older as well as young child.

7. Coleman, Jack L., Irene L. Schoepfle, and Virginia Templeton. Music for Exceptional Children. Evanston, Ill.: Summy-Birchard Co., 1964.

Full scores and words for approximately 100 songs with directions for use with specific instruments or rhythm equipment and suggestions for teaching visually impaired, auditorily impaired, orthopedically disabled, and developmentally delayed children.

8. Gordon, Sol. "A Bill of Rights for Parents," Academic Therapy, Vol 11, No 1 (Fall 75) p. 21-22.

Director of the Institute for Family Research encourages parents of disabled children to meet their own emotional needs as individuals. Infers the child as well as parent will benefit from a positive approach to living expressed in 22 axioms.

9. Gordon, Sol. Living Fully: A Guide for Young People with a Handicap, Their Parents, Their Teachers, and Professionals. New York: John Day Co., 1975.

Written from the view of coping with disability as an adolescent or young adult, but offers a healthy, realistic approach which parents of very young children may find helpful in looking toward the future and the long range effect of their own attitude on the child's coping ability. Concentrates on the psychology of having a handicap and the effect of one's attitude on his ability to maximize potentials and enjoy life.

10. Hawley, Gloria Hope. Laura's Psalm. Los Angeles, Calif.: Acton House, Inc., 1977.

A haunting, poignant story of a mother's struggle with the health care system, herself, and her concept of and relationship with God. A very in depth, personal exploration of her own feelings surrounding the birth and diagnosis of two retarded children, and her final emergence to a realistic, positive, growth producing outlook on life.

11. Heisler, Verda. A Handicapped Child in the Family: A Guide for Parents. New York: Grune and Stratton, 1972.

A book written specifically for parents by a physically disabled psychologist to stimulate heightened awareness of the meanings and resolution of their reactions to their child's disability and the problems of parenting. Presentation and exploration of case studies to aid self-exploration and identification of inner resources to external stressors. Both theoretical and pragmatic in approach. Challenge to use the situation as a stepping stone to higher personal growth.

12. Hoffman, Sandra. Infant Stimulation: A Pamphlet for Parents of Multiply-Handicapped Children. Kansas City, Ks.: U. of Kansas, n.d.

Simple, clear text and illustrations describing activities parents can offer their young child to help maximize their social and physical potentials. Single copies free from: University of Kansas Medical Center, Children's Rehabilitation Unit, Rainbow Blvd. at 39th, Kansas City, Ks. 66103

13. Hofmann, Ruth B. How to Build Special Furniture and Equipment for Handicapped Children. Springfield, Ill.: C. C. Thomas, 1974.

Detailed instructions and pictures for creating practical, attractive furniture and equipment from relatively inexpensive materials and with limited experience in carpentry.

14. Kline, Judy. Children Move to Learn: a Guide to Planning Gross Motor Activities. Tucson, Ariz.: Communication Skill Builders, 1977.

Step-by-step guide for encouraging gross motor activities, from birth through crawling and standing. Clear pictures and directions. Includes safety points as well as alternative ways to motivate child.

15. Kvaraceus, William and E. Nelson Hayes. If Your Child Is Handicapped. Boston: Porter Sargent Pub., 1969.

A collection of personal accounts of parents of exceptional children. Written for parents of exceptional child as well as professional persons who work with them. Covers broad spectrum of aspects the parents confront in rearing the exceptional child from parental acceptance to child acceptance; discipline to religious training; preparation of child for leadership to preparation for death; culminating chapter stresses need to focus on family as much as child, early intervention. Excellent summary of implications.

16. McCollum, Audrey T. Coping with Prolonged Health Impairment In Your Child. Boston: Little, Brown and Co., 1975.

Author-to-parent discussion of inner reactions to birth and life with a disabled child. Fears, anxieties, social problems, relationships to family members, responses, medical personnel, discussed in terms of normalcy of reactions and how to mobilize coping skills. Separate chapters devoted to parenting disabled children of various developmental phases. Discussion of family planning and resources to assist both parents and child. Appendix lists agencies offering information or help.

17. McDonald, Eugene T. Understanding Those Feelings. Pittsburgh: Stanwix House, Inc., 1962.

In depth exploration of etiology and expression of parental feelings upon learning of and living with physically disabled child. Approaches the feelings as universal and normal. Uses developmental, holistic, family approach to discussion of specific areas of inter- and intra-personal relationships of parents. Theorizes that pathology occurs only if feelings are not recognized, understood or are misdirected. Goal is prevention of handicapped family due to presence of disabled child. Very specific professional and parental intervention strategies identified and discussed.

18. McNamara, Joan and Bernard. The Special Child Handbook. New York: Hawthorn Books, 1977.

A holistic guide written for parents covering information about medical care, community services, education, financial problems and solutions, and legal rights. Each chapter contains a large resource list.

19. Moore, Coralie B., and Kathryn Gorham Morton. A Reader's Guide: For Parents of Children With Mental, Physical or Emotional Disabilities. D.H.E.W. Pub. # (HSA) 77-5290. Washington, D.C.: U.S. Dept. H.E.W., 1976.

An annotated bibliography created especially for parents. Consists of 4 parts: (1) Families and children with disabilities, (2) Specific disabilities, (3) Books for children, and (4) Resource list of organizations, directories, and journals.

20. Ross, Alan O. The Exceptional Child in the Family. New York: Grune & Stratton, 1964.

Based on the presupposition that a child's ego identity and subsequent success in coping with life is reflective of the family's identity and coping ability. A psychologist uses conceptual approach to help professional persons understand the unique stressors facing an exceptional family in a complex, changing society. Emphasizes the individuality of family dynamics and need for principles, nor prescriptions, for intervention. Reaction explanation oriented toward Freudian depth psychology (p.51-70). Indicates mother has more difficulty with initial adjustment, father with child's school entrance. Interdependent nature of reactions of family members explored and supported. Brief annotated bibliography for parental referral included. Extensive bibliography.

21. Schiff, Harriet Sarnoff. The Bereaved Parent. New York: Crown Pub., Inc., 1977.

An open, candid discussion of the grief, guilt, and hopelessness felt by parents who lose a child. A parent writes of how a once happy home can be transformed into a joyless existence for all involved -- very realistic, very practical, but also reassuring. Designed to help parents rebuild their lives. Solid, healthy approach.

22. Schuster, Clara Shaw. Selected and Annotated Bibliography on the Reactions of Parents to Physically Disabled Infants 1965-1975. ED125177, Nov. 1976. Resources in Education.

Over 180 citations designed to assist the professional person interested in understanding and assisting the parents and families of physically disabled infants. Many references appropriate for parental reference. Index references reader to over 20 specific disabilities as well as areas of parental concern.

23. Spock, Benjamin M., and Marion O. Lerrigo. Caring for Your Disabled Child. New York: Macmillan Co., 1965.

Very practical, sensitive, holistic approach to the problems encountered when living with a disabled child. Focuses on the parents' questions, needs and problems. Discusses how the parents can influence the child's development through the parent-child relationship, and by providing the appropriate environment and resources. Many specific practical hints to make life easier for all family members.

24. Tomat, Jean Hunter, and Carmel D. Krutzky. Learning Through Music: For Special Children and Their Teachers. South Waterford, Maine: The Merriam-Eddy Co., 1975.

Quickly discusses the value of music to the development of children with application to specific disabilities. Includes sign language for the diatonic scale. Many simple one line melodies and words with ideas for use in helping children to learn body concepts, rhythm, language and fantasy.

25. Weiner, Florence. Help for the Handicapped Child. New York: McGraw-Hill, 1973.

Part one is devoted to an overview of more than 30 specific disabling conditions of childhood, including diagnosis, etiology, treatment, medical vocabulary, and prognoses -- each chapter also includes national and/or state resources of assistance. Part two concentrates, in detail, on the labyrinth of public and private services available to parents of handicapped children.

26. Wentworth, Elsie H. Listen to Your Heart. Boston: Houghton Mifflin Co., 1974.

A child psychologist and educator of exceptional children, who is also the mother of a physically disabled, mentally retarded daughter, extensively discusses basic affective reactions to the birth of a defective child, why the attitudes occur, how they express themselves in relationship to others and own ego identity. Separate sections deal with various family members. Shares ideas on how parents can cope with their own reactions, improve interpersonal relationships and maintain self-esteem. Appendix lists resources for additional assistance.

III. Information about the course, treatment and prognosis of the disability

The type of disability may require minimal or very marked adaptations in the type of experiences a child may require to make the most of his/her potentials. Specific ideas on how other parents and professionals have met these special needs can give direction to a new parent and help them to feel more competent, to have more realistic hope for the future. A parent may find reading about other disabilities may give ideas about dealing with one's own specific problems or questions. Drouillard's and Killilea's books have that quality.

1. Alpern, Gerald D. and Thomas J. Boll, (Eds.). Education and Care of Moderately and Severely Retarded Children with a Curriculum and Activities Guide. Seattle: Special Child Publications, 1971.

A practical guide organized according to activity category and developmentel level. Describes and identifies aims and purposes of each task, the materials needed and the specific procedures to use to help the child master the skill. Also discusses behavior modification, precision teaching, and discipline as well as personal hygeine and factors influencing development of specific skill categories (e.g., motor, language).

2. Anderson, Elizabeth, and Bernie Spain. The Child With Spina Bifia. London: Methuen & Co., Ltd., 1977.

Detailed, comprehensive discussion of the causes, consequences, and course of spina bifida. Includes the entire age span, but concentrates on preschool and school years. Covers many practical issues and concerns, such as family relationships, sexual behaviors, siblings, and education. Although written in England for professional persons, clear enough to be valuable to parents.

3. Beasley, Ann, Carol Bognar and Helena Lightel. "Your Child's Deafness: Suggested Readings for Parents of Preschool Deaf Children," American Annals of the Deaf, Vol 117, No 4 (Aug 72) 431-437.
An annotated bibliography for parents covering topics of (1) Parent child interaction (2) Parent to parent discussion (3)Communication (4) Education (5) Diagnosis (6) Life problems (7) General references and social systems.

4. Blodgett, Harriet E. Mentally Retarded Children: What Parents and Others Should Know. Minneapolis: Un. of Minnesota Pr., 1971.
Parents are people too! Gives suggestions on how to find time for yourself, to value life and enjoy the satisfactions of living beyond those essential to daily care of the child.

5. Bryan, Dorothy. "Guide for Parents of Pre-school Visually Handicapped Children." ED 064819. Springfield, Ill.: Illinois State Office of the Superintendent of Public Instruction, 1972.
A practical guide written for parents includes brief section on normalcy of negative reactions and importance of positive attitudes to foster child's potentials. Mainly concerned with practical suggestions for approaches to normal developmental task achievement. Comprehensive list of social systems available in Illinois.

6. Connor, Frances P., G. Gordon Williamson, and John M. Siepp (Eds.) Program Guide for Infants and Toddlers with Neuromotor and other Developmental Disabilities. New York: Teacher's College Press, 1978.
Based on experiences of the United Cerebral Palsy Association, Inc. Basically a formal curriculum assessment and guide, but profitable for parents too. Part I discusses fundamentals of a good program. Part II describes typical and atypical developmental sequences of children (gross motor, speech, cognition, and social/emotional). Part III covers individualizing programs for children. Includes adaptive devices and resource services.

7. Cratty, Bryant J. Development Through Action: the Physically Handicapped, the Retarded child. Anaheim, Ca.: Shill Development Equipment Co., 1973.
Tactfully integrates concepts of early childhood and use of special equipment for development of gross motor skills in physically impaired or intellectually delayed children. Excellent drawings to illustrate concept under discussion, and simple, practical application. Most of the same concepts and directions could be applied with modified equipment by a creative adult. Integrates intellectual and language development.

8. Drouillard, Richard, and Sherry Raynor.
(A) Get a Wiggle On (#245-26174)
(B) Move It (#245-26176)
Available from AAHPER, Publication-Sales, 1201 16th St., N. W., Washington, D. C. 20036. Cost $2.25 each.
Two little booklets of simple pictures and comments centering around critical activities of early childhood, designed to help the visually handicapped child to interact with his environment and to make sense out of the various experiences available. Concepts presented very applicable to visually intact children as well.

9. Feeding the Child with a Handicap. D.H.E.W. Pub. # (H.S.A.) 75-5609. Rockville, Md.: U.S. Dept. of Health, Education, and Welfare, Public Health Services Administration, Bureau of Community Health Services, 1975. (Single free copy can be obtained from: Health Services Administration, Bureau of Community Health Services, 5600 Fishers Lane, Rockville, Md. 20857)

Specific suggestions offered on how to help the disabled child learn to suck, swallow, chew, and feed himself. Includes description and guide to usage of various utensils and equipment, as well as foods to facilitate eating.

10. Fine, Peter J. (Ed.) Deafness in Infancy and Early Childhood. New York: Medcom, 1974.

Very comprehensive presentation of the medical, social, psychological and educational aspects of deafness. Includes extensive discussion of the history of deaf education and total communication.

11. Finnie, Nancie R. Helping the Young Cerebral Palsied Child at Home. New York: E. P. Dutton & Co., 1975.

A very complete handbook to the nature and course of cerebral palsy. Covers common parental responses and questions, as well as a thorough description of ways to stimulate and assist the child to develop motor skills essential to activities of daily living and speech. Well illustrated. Large section on adaptive equipment which can be purchased or made, and how and when to use them. Includes resources for reading, obtaining equipment, or assistance with specific concurrent disabilities.

12. Hanson, Marci J. Teaching Your Down's Syndrome Infant: a Guide for Parents. Eugene, Ore.: Un. of Oregon, 1977.

Discusses behavior management and parent-child relationships. Breaks behaviors down into small steps. Detailed guidelines, examples, and pictures to accompany teaching procedures.

13. Henegan, Mary Elsie and R. Orin Cornett. Cued Speech Handbook for Parents. Washington, D.C. Gallaudet College Press, 1971.

Describes and illustrates "cued speech," a system of visual codes to accompany spoken language. Provides a simple, "natural" approach to communication.

14. Hosey, Carole. "Yes, Our Son is Still With Us," Children Today, Vol 2, No 6 (Nov-Dec 73) p. 14-17+.

A mother discusses her discovery of son's disability and identification of the family's coping powers. Indicates that insensitive professional persons created more stresses on the family's ability to cope than the degree of disability itself.

15. Illinois. Office of Education. Preschool Learning Activities for the Visually Impaired Child: a Guide for Parents. Springfield, Ill.: Services for the Visually Impaired, State Board of Education, Illinois Office of Education, 1975. Single copies free from Illinois Office of Education.

Games and activities specifically selected because of their potential for teaching skills to 3, 4 and 5 year old visually impaired children.

16. Joel, Gil S. So Your Child has Cerebral Palsy. Albuquerque, N.M. Un. of New Mexico Press, 1975.
Written by a counselor for families of physically handicapped individuals, who himself has C.P. Identifies how parents can effectively deal with the problems encountered in living with a physically impaired child. Offers some unique insights into the feelings of the individual with cerebral palsy.

17. Johnson, Vicki M. and Roberta A. Werner. A Step-by-Step Learning Guide for Retarded Infants and Children. Syracuse, N.Y.: Syracuse Un. Press, 1975.
Offers clear, precise instruction on how to help the child develop specific skills. Includes over 200 tasks which can be implemented at home.

18. Killilea, Marie L. Karen. New York: Dell Pub. Co., 1952.
A warm, open, sensitive personal story of a mother's struggle to meet the needs of her daughter who has severe cerebral palsy. Concern for Karen's emotional/social health permeates every activity and experience.

19. Lagos, Jorge C. Help for the Epileptic Child: a Handbook for Parents, Nurses, Teachers, and Epileptics of all ages. London: Macdonald and Jane's, 1974. (Published in the U.S. under title: Seizures, Epilesy, and Your Child)
Answers numerous questions about epilepsy -- diagnosis, treatment, management, etc.

20. Lowenfeld, Berthold. Our Blind Children: Growing and Learning With Them, 3rd ed. Springfield, Ill.: C. C. Thomas Co., 1971.
Discusses 5 distinct long-term parental attitudes categorized by Sommers in 1944. Speaks heavily of guilt. Describes and analyzes behavior patterns fostered by each attitude. Stresses effect of early parental attitudes on long-range parent-child relationship. Continues to discuss cultural and personal factors affecting parental attitude and the child's self-attitude.

21. McAree, Ruth. "What Price Parenthood?", The Volta Review, Vol 72, No 7 (Oct 70) p. 431-437.
Very intimate discussion of parental reactions and frustrations of discovery of and living through the early months of a deaf child's life. Generalized description of reactions as well as individualization of reactions identified. Discusses some reasons for hatred of child, (one of the only articles which identifies hate as a normal reaction). Discussion of effect on family relations, coping behaviors, religious beliefs and self-esteem of parents. Identification of differences between educating and parenting a disabled child.

22. Mindel, Eugene D. and McCay Vernon. They Grow in Silence: The Deaf Child and His Family. Silver Springs, Md.: National Association of the Deaf, 1971.

A psychiatrist and a psychologist comprehensively identify factors actively involved in the social and psychological systems of the deaf child's parents and family. Discussion of how these factors may affect identification of the disability, parental adaptation, parent-parent and parent-child relationships. Deals with many of the problems encountered in activities of daily living.

23. Myklebust, Helmer R. Your Deaf Child: A Guide for Parents. (American Lectures in Otolaryngology Series) Springfield, Ill.: C. C. Thomas, 1974.
Holistic discussion of the causes, types and meaning of deafness to the developing child. Includes hearing aids and auditory training, speech reading, as well as the meaning of parental attitudes and discipline.

24. "Overprotective Mother," Good Housekeeping, Vol 176 No 4 (Apr 73) p. 16+.
Personal narrative of factors aiding a mother to recognize her lack of acceptance of her cerebral palsy child as an individual with capabilities and rights to develop at her own pace.

25. Scott, Eileen P., James E. Jan, and Roger D. Freeman. Can't Your Child See? Baltimore: University Park Press, 1977.
Realistic, holistic discussion of the growth and development of the child with a visual impairment. Entertains common parental reactions, short-range and long-range concerns as well as problems faced in helping the child to mature, and function independently in the activities of daily living. Many practical, easy to follow examples and suggestions. Discusses relationships with siblings, grandparents, and neighbors.

26. Semple, Jean E. Hearing-Impaired Preschool Child; A Book for Parents. With a foreword by Barbara J. Seelye. Springfield, Ill.: C. C. Thomas, 1970.
Practical, holistic discussion directed toward parents to help them deal with attitudes, feelings, parent-child communication, discipline and toilet training. includes chapters on use and care of hearing aid, and on language development. Also includes lesson plans for parents to use in the home to assist the child with speech and language acquisition.

27. Stewart, Mark A. and Sally Wendkos Olds. Raising a Hyperactive Child. New York: Harper & Row, 1973.
Two child psychologists discuss the problems presented in living with a hyperactive child. Describes practical ideas for dealing with some of the situations which arise. Emphasizes rules, consistency as well as acceptance of individuality. Uses behaviorist approaches to helping the child modify behaviors.

28. Ulrich, Sharon. Elizabeth. Ann Arbor, Mich: Un. of Michigan Press, 1972.
A personal, detailed recounting of the first 5 years in the life of a family with a blind child. Includes many practical, useful ideas for parents. Section on the psychology of the blind infant and early education of the blind child.

29. Wilks, John and Eileen. Bernard: Bringing up our Mongol Son. Boston: Routledge and Kegan Paul, 1974.
A personal, realistic narration by the parents of four children -- one with down's syndrome. Open discussion of both the problems and the pleasures, the grief and the gains of birthing and bringing up a moderately retarded son.